

## Stereotyping and Prejudice

### What percentage of all women and what percentage of all men possess these characteristics?

Kind  
Willing to take a stand  
Competitive  
Eager to soothe hurt feelings  
Dominant  
Makes decisions easily  
Independent  
Understanding  
Aggressive  
Warm  
Self-confident  
Loyal  
Able to devote self to others

### What percentage of all MHC students and what percentage of all UMass students possess these characteristics?

Inconsiderate  
Dumb  
Well-liked  
Phony  
Attractive  
Unintelligent  
Insensitive  
Loyal  
Athletic  
Sincere  
Talented  
Kind  
Rude  
Hard working

### Attitudes toward Social Groups

#### Different components of an attitude

**Cognitive: Stereotype.** A generalization about a group of people in which identical characteristics are assigned to virtually all members of the group, regardless of actual variation among the members.

**Affective: Prejudice.** A hostile or negative attitude toward a distinguishable group of people, based solely on their membership in that group.

**Behavioral: Discrimination.** An unjustifiable negative or harmful action toward a member of a group, simply because of his or her membership in that group.

**Categorization**

**Principle of least effort**

The tendency to rely on over-simplified generalizations and to resist information that complicates our categorical distinctions.

**Illusory Correlation**

The tendency to see relationships, or correlations, between events that are actually unrelated.

**Hamilton and Gifford (1976)**

Jane, a member of Group A, visited a sick friend in the hospital.

Kate, a member of Group B, cheated on a test.

Sue, a member of group A, helped a friend with her homework.

Mary, a member of Group B, was the lead in her school play.

Debby, a member of Group A, was arrested for drunk driving.

|                  | <u>Group A</u><br><u>(majority)</u> | <u>Group B</u><br><u>(minority)</u> |
|------------------|-------------------------------------|-------------------------------------|
| <u>Behaviors</u> |                                     |                                     |
| Desirable        | 18                                  | 9                                   |
| Undesirable      | 8                                   | 4                                   |

2x more statements for Group A and for desirable behaviors.

Results: Students overestimated the frequency with which the "minority" group acted undesirably. Demonstrated illusory correlation.

Write down three characteristics or descriptions that you associate with each of the following groups of people.

Physicians

Athletes

Artists

Vegetarians

College Students

Lawyers

1. With which of these groups do you most closely identify?  
With which do you least identify?

The group with which you most closely identify can be considered one of your ingroups; the one that you feel most unlike is one of your outgroups.

2. Was it easier to come up with descriptions for your ingroup or for your outgroup?
3. Are your descriptions of your ingroup and outgroup equally favorable? If not, why do you think this is so?
4. Do you think your ingroup or your outgroup descriptions are more likely to match those of the other college students? How would you explain this phenomenon?

When 50 college students were asked to describe each of these groups, their top five descriptions were as follows:

*Physicians:* (1) intelligent/smart; (2) caring/understanding/compassionate; (3) wealthy/rich; (4) busy/hardworking; (5) well-educated

*Athletes:* (1) athletic/fit/strong; (2) driven/highly motivated/dedicated; (3) competitive; (4) agile/quick; (5) glorified/famous/popular and egotistical/proud

*Artists:* (1) creative; (2) bizarre/strange; (3) free-spirited/nonconforming/individualistic; (4) liberal/tolerant/open-minded; (5) talented/gifted

*Vegetarians:* (1) healthy/health-conscious; (2) environmentally or ecologically conscious; (3) limited in diet/picky about food; (4) caring/sensitive; (5) liberal

*College Students:* (1) fun/wild/exciting; (2) stressed/pressured/fatigued; (3) intelligent/bright; (4) diligent/dedicated/studious; (5) poor/broke and open-minded/tolerant/liberal

*Lawyers:* (1) articulate/convincing/persuasive; (2) deceptive/dishonest; (3) wealthy/rich; (4) intelligent/smart; (5) strong-willed/powerful and ambitious/success-oriented

#### Ingroup bias

Positive feelings toward those in our group, negative feelings, unfair treatment for those not in our group (i.e., in the outgroup)

#### Outgroup homogeneity

The perception that individuals in the outgroup are more similar to each other (homogeneous) than they really are, as well as more similar than members of the ingroup are

**Social identity theory (Henri Tajfel):** People favor ingroups over outgroups in order to enhance their self-esteem.

**2 hypotheses:**

- (1) Threats to one's self-esteem lead to more ingroup favoritism.
- (2) Expressing ingroup favoritism enhances one's self-esteem.

**Fein and Spencer (1997)**

**IV 1:** People received positive or negative feedback on a test of their intellectual skills.

**IV 2:** The job applicant to be evaluated was either Jewish or not Jewish.

**DV:** How people evaluated the job applicant

**Results:**

1. People who received negative feedback evaluated the Jewish applicant more negatively.
2. People who received negative feedback and evaluated the Jewish applicant (negatively) showed the largest increase in self-esteem.

**Realistic conflict theory:** Intergroup conflict develops from competition for limited resources.

**Robbers Cave Study (Sherif et al., 1954)**

11 yr. old boys, white, well-adjusted, middle-class  
Two groups: Rattlers versus Eagles

**3 phases**

**Phase 1:** Creating in-groups

**Phase 2:** Intergroup competition

**Phase 3:** Intergroup cooperation

Creating common (superordinate) goals & mutual interdependence

**Contact hypothesis:** Direct contact between hostile groups will reduce prejudice under certain conditions.

**What are the conditions necessary for reducing prejudice?**

1. Equal status
2. Personal, informal contact
3. Contact w/ multiple group members to break down stereotypes.
4. Mutual interdependence
5. Common goals
6. Existing norms must favor group equality

Would you move if Black people came to live in great numbers in your neighborhood?

% Yes

| <u>1960</u> | <u>1996</u> |
|-------------|-------------|
| 78%         | 25%         |

Do Whites have a right to keep Blacks out of their neighborhoods?

| <u>1960</u> | <u>1996</u> |
|-------------|-------------|
| 55%         | 12%         |

Televised Confrontation Study (Duncan, 1976)

IV: Video of argument in which (a) a White man shoved a Black man OR (b) a Black man shoved a White man.

DV: Ratings of both men's behaviors (e.g., violent behavior, playing around, overly dramatic)

Results: Percentage defining behavior as violent (13% when White aggressor, 72% when Black aggressor)

More likely to define White aggressor's behavior as "playing around" or "being overly dramatic."

Rainville

Examined transcripts of televised commentaries of 16 NFL games

Quasi-IV: Descriptions of Black vs. White players

DV: Coded descriptions for positivity, negativity, active vs. passive

Results:

White players: sympathetic, positive terms; play-related praise; active agents; positive cognitive & physical attributes

Black players: recipient of aggressive play (more passive); negative nonprofessional record (e.g., problems in college or w/police)

Word, Zanna, & Cooper, 1974

Study 1: White men were interviewers

Quasi-IV: Black or White job applicants

DV: Interviewer's behavior

Results: Interviewers sat further away, ended sooner, more speech errors when applicant black than white.

Study 2: Word et al., 1974

IV: White interviewers paralleled behavior in Study 1

DV: Coded behavior of White applicants

Results: Applicants treated in manner of Study 1 Black applicants were rated as more nervous, less friendly, less competent.

Self-fulfilling prophecy

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